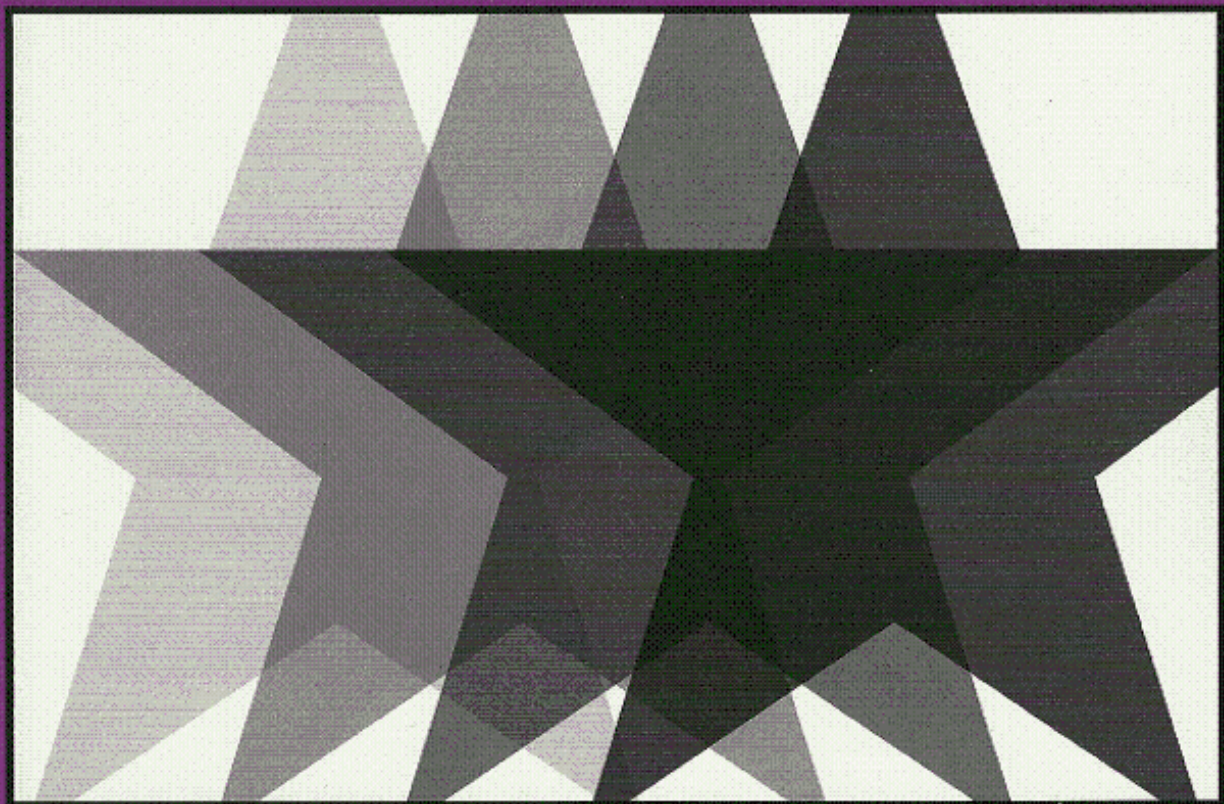


BOOK 3

# FOUR STAR

SIGHT READING AND EAR TESTS



DAILY EXERCISES FOR PIANO STUDENTS

BY BORIS BERLIN AND ANDREW MARKOW

Series Editor

SCOTT McBRIDE SMITH

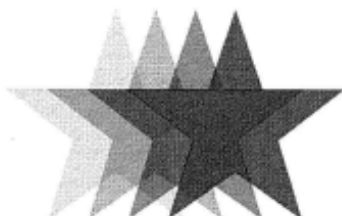


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National Library of Canada Cataloguing in Publication Data

Berlin, Boris, 1907-2001

Four star sight reading and ear tests [music]

ISBN 0-88797-789-8 (Introductory level). —

ISBN 0-88797-791-X (bk. 1). — ISBN 0-88797-793-6 (bk. 2)

ISBN 0-88797-795-2 (bk. 3). — ISBN 0-88797-797-9 (bk. 4)

ISBN 0-88797-799-5 (bk. 5). — ISBN 0-88797-801-0 (bk. 6)

ISBN 0-88797-803-7 (bk. 7). — ISBN 0-88797-805-3 (bk. 8)

ISBN 0-88797-807-X (bk. 9). — ISBN 0-88797-809-6 (bk. 10)

1. Piano — Studies and exercises. 2. Ear training.

3. Sight-reading [Music] I. Markow, Andrew, 1942- II. Title.

MT236.B473 2002

786.2'142'076

C2002-900877-8

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ISBN 0-88797-795-2



## HOW TO USE THIS BOOK

The purpose of the *Four Star* series is to provide daily exercises in sight reading and ear training for students to practice at home, as well as tests to be given by the teacher at the lesson. Best results will be obtained through daily student practice, and consistent monitoring and testing at the lesson by the teacher.

### SIGHT READING AND RHYTHM

The daily sight-reading and rhythm exercises are intended for students to do by themselves. There are five exercises per week, each including two sight-reading exercises, a short piece to play, and a rhythm to clap. To indicate a rest while clapping, the student should separate their hands and turn their palms upward.

A reference section on Musical Elements and Patterns in This Volume can be found on pp. 4–6. It is useful for teachers to review these at the lesson.

### EAR TRAINING

Ear-training exercises can be found following the sight-reading and rhythm drills. These, too, are designed to be practiced by the student alone, as assigned by the teacher.

### TESTS

Tests are found beginning on p. 37. These are designed to be given by the teacher at the lesson at the conclusion of the corresponding week's work. Supplementary material may be found in the series *Melody Playback/Singback* and *Rhythm Clapback/Singback* by Boris Berlin and Andrew Markow.

# MUSICAL ELEMENTS AND PATTERNS IN THIS VOLUME

## MELODIC MOVEMENT

Notes move up.



Five notes move up, then change direction.



Several changes of direction  
(a zig-zag movement).



A turn (see p. 23).



Notes move down.



Four notes move down, then change direction



Repeated notes (the notes remain the same).



## CONTRARY MOTION



## MELODY AND ACCOMPANIMENT

melody

accompaniment

## SEQUENCE (see p. 28)

## PITCH REPETITION (see p. 27)



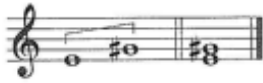
## PITCH INVERSION (turned upside down) (see p. 10)



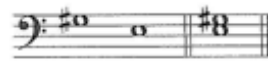
# INTERVALS

## Above a given note:

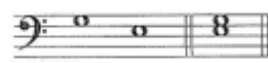
Major 3rd: (3 notes)



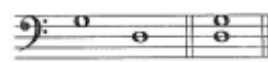
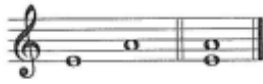
## Below a given note:



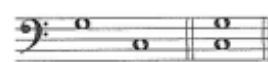
Minor 3rd: (3 notes)



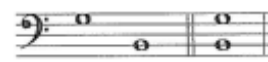
4th: (4 notes)



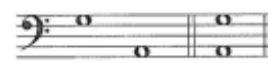
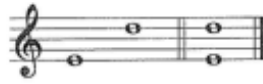
5th: (5 notes)



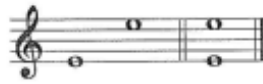
6th: (6 notes)



7th: (7 notes)



octave: (8 notes)



## TRIADS (Three-note Chords)

Examples:

Broken	Solid (Blocked)	Broken	Solid (Blocked)	Broken	Solid (Blocked)
Root position		First inversion		Second inversion	
Root position		First inversion		Second inversion	

### Major Triads

A major 3rd (M3) and a perfect 5th (P5)



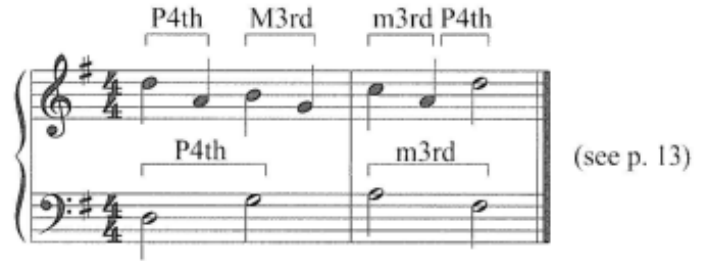
### Minor Triads

A minor 3rd (m3) and a perfect 5th (P5)



Examples of intervals and broken triads (chords) found in pieces:

G major triad (chord tones)

## TIME VALUES

whole  
(4 beats)

dotted half  
(3 beats)

half  
(2 beats)


quarter  
(1 beat)

eighth  
(½ beat)


dotted quarter  
(1½ beats)



## RHYTHMIC PATTERNS

Rhythmic pattern:  ||



Rhythmic pattern:  ||



Rhythmic pattern:  ||



## RHYTHMIC IMITATION




## MARKS OF EXPRESSION AND OTHER MUSICAL SIGNS

*p* (piano)

soft

*f* (forte)

loud

*mp* (mezzo piano)

moderately soft

*mf* (mezzo forte)

moderately loud

#

sharp

b

flat

♮

natural

—

pedal mark

• • •

staccato  
(play short)

—

slur or phrase mark

# DAILY SIGHT-READING EXERCISES No. 1

Directions to the student: Complete one set of sight-reading exercises at each practice session.

## 1

### FIRST DAY \_\_\_\_\_ (date)

Play these notes. What triad do they form?

(Answer: \_\_\_\_\_ )

Which inversion? (Answer: \_\_\_\_\_ )

Now play the triad in solid (blocked) form.



Play these notes. What triad do they form?

(Answer: \_\_\_\_\_ )

Which inversion? (Answer: \_\_\_\_\_ )

Now play the triad in solid (blocked) form.



Name the LH notes as you play.

Clap or tap the rhythmic pattern while counting the beats.



## 2

### SECOND DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play this interval of a 4th.



Circle the RH notes which form a C major broken triad.

Clap or tap the rhythmic pattern.



3

THIRD DAY \_\_\_\_\_ (date)

Play this interval of a 5th.



Play this melodic pattern.



Name the LH notes as you play.

Clap or tap the rhythmic pattern while counting the beats.



4

FOURTH DAY \_\_\_\_\_ (date)

The notes below form the first five notes of a major scale.

Name the scale. (Answer: \_\_\_\_\_)



Play this melodic pattern with intervals of a 3rd.



Circle the repeated notes.

Clap or tap the rhythmic pattern.





5

FIFTH DAY \_\_\_\_\_ (date)

Play these notes. What triad do they form?

(Answer: \_\_\_\_\_ )

Which inversion? (Answer: \_\_\_\_\_ )

Now play the triad in solid (blocked) form.



Play this rhythmic pattern.



Circle the eighth notes.

Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 1

Directions to the student: Complete these ear-training exercises at home.

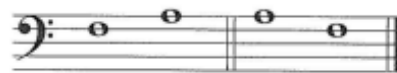
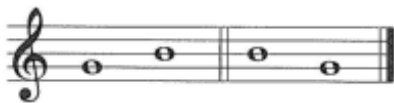
### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### INTERVALS

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



# DAILY SIGHT-READING EXERCISES No. 2

Directions to the student: Complete one set of sight-reading exercises at each practice session.

## 1

FIRST DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play this interval of a 5th with the given fingering.



Circle the measure in which the LH moves to a new (higher) hand position.

Clap or tap the rhythmic pattern while counting the beats.



## 2

SECOND DAY \_\_\_\_\_ (date)

Play this interval of a 5th.



Play this 3-note pattern and its inversion.



How many different intervals are there in the LH? (Answer: \_\_\_\_\_ )

Name them. (Answer: \_\_\_\_\_ )

Clap or tap the rhythmic pattern.



3

THIRD DAY \_\_\_\_\_ (date)

Play these notes. What triad do they form?

(Answer: \_\_\_\_\_ )

Which inversion? (Answer: \_\_\_\_\_ )

Now play the triad in solid (blocked) form.



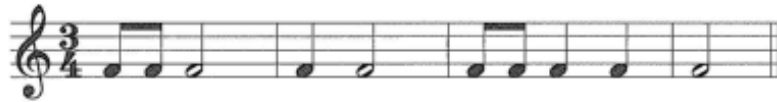
Play this pattern.



Name the RH notes as you play.



Clap or tap the rhythmic pattern while counting the beats.



4

FOURTH DAY \_\_\_\_\_ (date)

Play these notes. What triad do they form?

(Answer: \_\_\_\_\_ )

Which inversion? (Answer: \_\_\_\_\_ )

Now play the triad in solid (blocked) form.



Play these notes. What triad do they form?

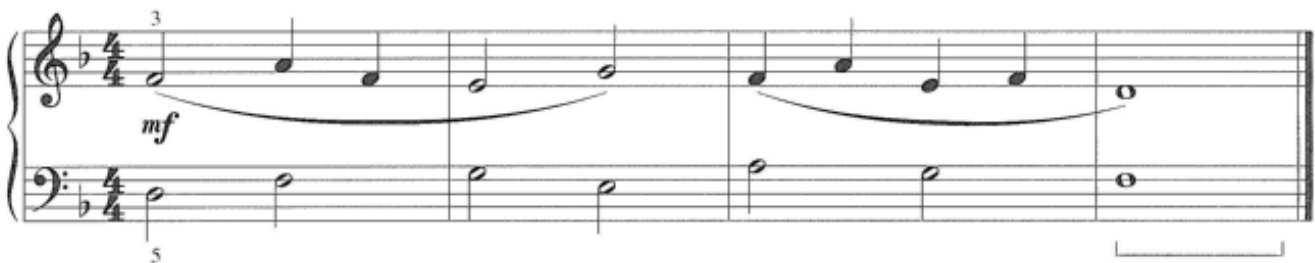
(Answer: \_\_\_\_\_ )

Which inversion? (Answer: \_\_\_\_\_ )

Now play the triad in solid (blocked) form.



Play, counting the beats.



Clap or tap the rhythmic pattern.



The notes below form the first five notes of a major scale.

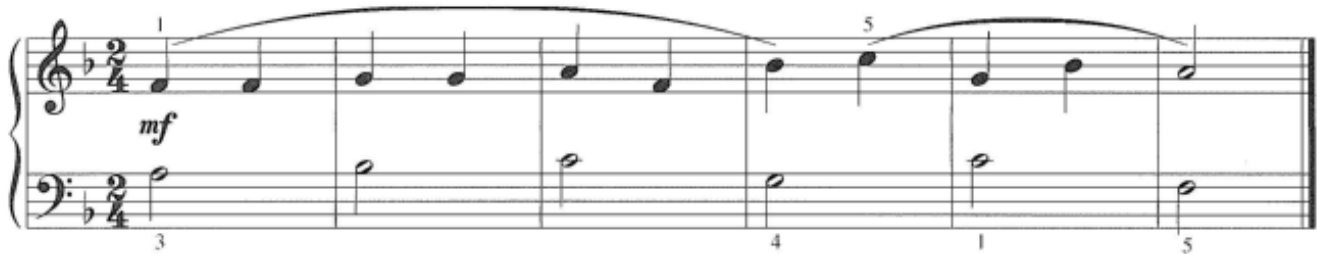
Name the scale. (Answer: \_\_\_\_\_ )



Play these intervals of a 4th and 5th.



Name the LH notes as you play.



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 2

Directions to the student: Complete these ear-training exercises at home.

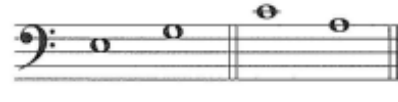
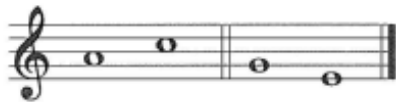
### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



# DAILY SIGHT READING EXERCISES No. 3

Directions to the student: Complete one set of sight-reading exercises at each practice session.

## 1 FIRST DAY \_\_\_\_\_ (date)

Play with the given fingering.

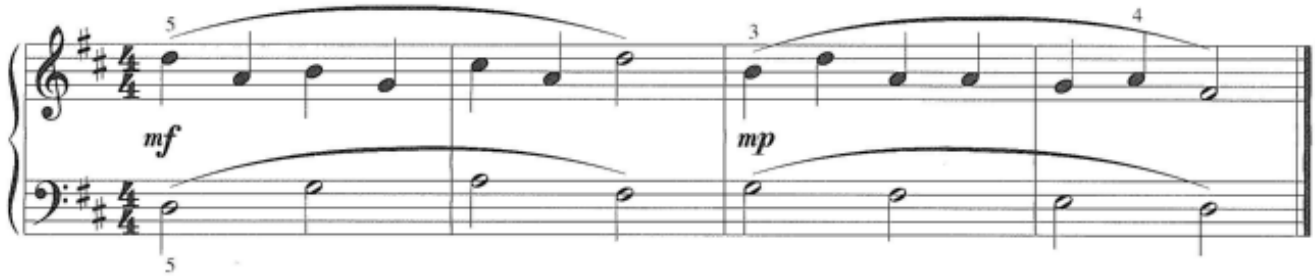


The notes below form the first five notes of a major scale.

Name the scale. (Answer: \_\_\_\_\_ )



Circle all the intervals of a 4th.



Clap or tap the rhythmic pattern while counting the beats.



## 2 SECOND DAY \_\_\_\_\_ (date)

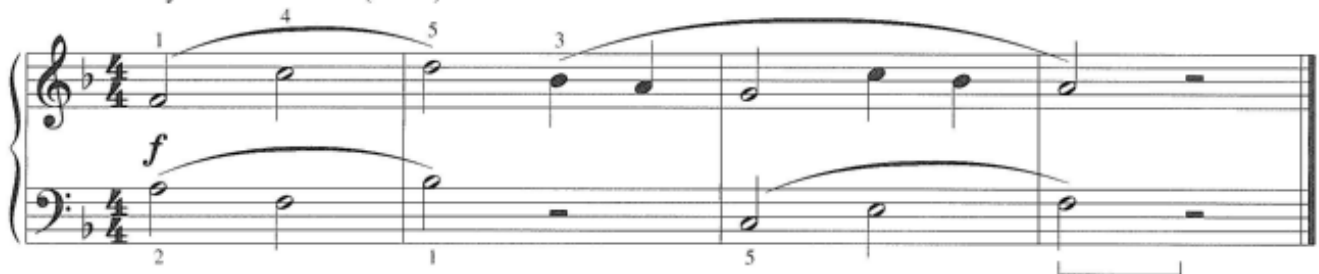
Play this interval of a 7th.



Play this melodic pattern.



Circle the rhythmic imitation (♩ ♩ ♩).



Clap or tap the rhythmic pattern.



3

## THIRD DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play this sequence of descending 3rds.



Circle all the intervals of a 3rd.

Clap or tap the rhythmic pattern while counting the beats.



4

## FOURTH DAY \_\_\_\_\_ (date)

Play this C major broken triad followed by an interval of a 6th.



Play these descending 3rds followed by an interval of a 7th.



Name the RH notes as you play.

Clap or tap the rhythmic pattern.



**5**

FIFTH DAY \_\_\_\_\_ (date)

Play this rhythmic pattern.



Play these notes. What triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Play, counting the beats.



Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 3

Directions to the student: Complete these ear-training exercises at home.

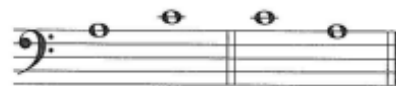
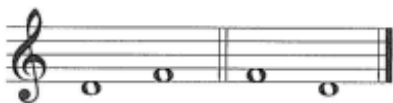
### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### INTERVALS

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



# DAILY SIGHT-READING EXERCISES No. 4

Directions to the student: Complete one set of sight-reading exercises at each practice session.

## 1

FIRST DAY \_\_\_\_\_ (date)

Play these intervals of a 5th and a 4th.



Play this rhythmic pattern with repeated notes.



Circle the melodic imitation.

Clap or tap the rhythmic pattern while counting the beats.



## 2

SECOND DAY \_\_\_\_\_ (date)

Play these intervals of a 5th and a 6th.



Play with the given fingering.



Play, counting the beats.

Clap or tap the rhythmic pattern.





3

THIRD DAY \_\_\_\_\_ (date)

The notes below form the first five notes of a major scale.

Name the scale. (Answer: \_\_\_\_\_ )



Play with the given fingering.



Circle the notes that form the first five notes of the ascending D major scale in the RH.

Clap or tap the rhythmic pattern while counting the beats.



4

FOURTH DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play this melodic pattern which forms a turn.



Circle the notes in the RH which form the A minor broken triad.

Clap or tap the rhythmic pattern.



Play with the given fingering.



Play these notes. What triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Circle the broken C major triad in the RH, then play, counting the beats.

Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 4

Directions to the student: Complete these ear-training exercises at home.

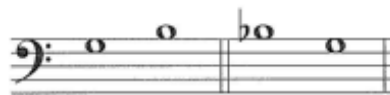
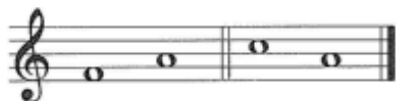
### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.







**5**

FIFTH DAY \_\_\_\_\_ (date)

Play with the given fingering.

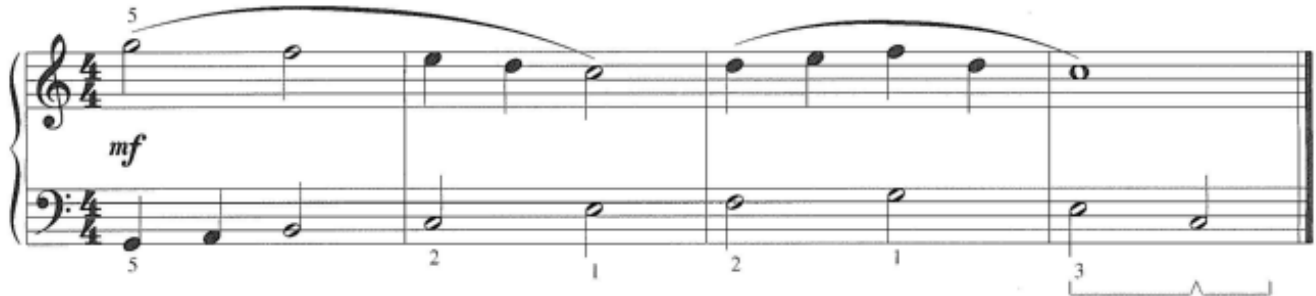


The notes below form the first five notes of a major scale.

Name the scale. (Answer: \_\_\_\_\_ )



Circle the two measures in which the fingering is repeated in the LH.



Clap or tap the rhythmic pattern while counting the beats.



**DAILY EAR-TRAINING EXERCISES No. 5**

Directions to the student: Complete these ear-training exercises at home.

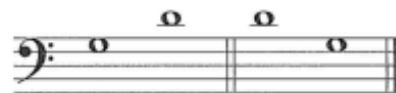
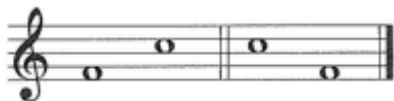
**RHYTHM**

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



**INTERVALS**

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



**MELODY PLAYBACK**

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



## DAILY SIGHT-READING EXERCISES No. 6

Directions to the student: Complete one set of sight-reading exercises at each practice session.

1

FIRST DAY \_\_\_\_\_ (date)

Play this melodic pattern which includes a quarter rest.



Play these notes. What triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Mark the directions of the RH and LH melodies with arrows.

Clap or tap the rhythmic pattern while counting the beats.



2

SECOND DAY \_\_\_\_\_ (date)

Play these notes. What triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Play these notes. What triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Circle the notes that form the G major triad and those that form the C major triad.

Clap or tap the rhythmic pattern.



3

THIRD DAY \_\_\_\_\_ (date)

Play this melodic pattern which forms a turn.



Play this melodic pattern.



Play, counting the beats.



Clap or tap the rhythmic pattern while counting the beats.



4

FOURTH DAY \_\_\_\_\_ (date)

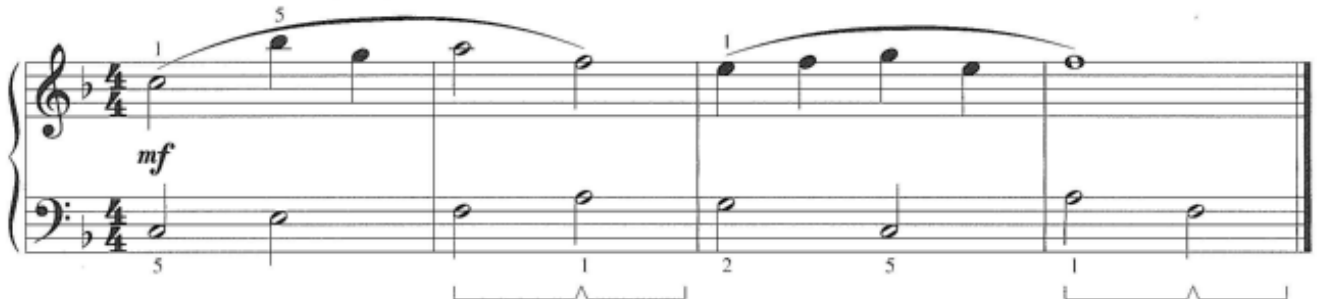
Play this interval of a 7th.



Play with the given fingering.



Circle the intervals of a 5th, 6th, and 7th.



Clap or tap the rhythmic pattern.



Play with the given fingering.



Play with the given fingering.



Name the LH notes as you play.

Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 6

Directions to the student: Complete these ear-training exercises at home.

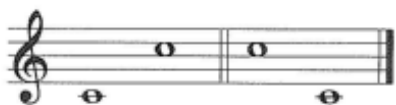
### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### INTERVALS

Play the first note of each interval, then sing or hum the second. Identify the interval and write its name underneath.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.







3

## THIRD DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play with the given fingering.



Circle the accidentals.

Clap or tap the rhythmic pattern while counting the beats.



4

## FOURTH DAY \_\_\_\_\_ (date)

Play this interval of a 6th.



Play with the given fingering.

Bracket (  ) the groups of notes in the RH which move in contrary motion with the LH.

Clap or tap the rhythmic pattern.



**5**

FIFTH DAY \_\_\_\_\_ (date)

Play with the given fingering.

Play with the given fingering.

Bracket the five-note melodic imitations in the RH.

Clap or tap the rhythmic pattern while counting the beats.

**DAILY EAR-TRAINING EXERCISES No. 7**

Directions to the student: Complete these ear-training exercises at home.

**RHYTHM**

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.

**INTERVALS**

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.

**MELODY PLAYBACK**

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.

# DAILY SIGHT-READING EXERCISES No. 8

Directions to the student: Complete one set of sight-reading exercises at each practice session.

1

FIRST DAY \_\_\_\_\_ (date)

Play these notes. What triad do they form?

(Answer: \_\_\_\_\_ )

Which inversion? (Answer: \_\_\_\_\_ )

Now play the triad in solid (blocked) form.



Play with the given fingering.



How many measures does the sequence in this piece last? (Answer: \_\_\_\_ ) Place an "X" in these measures.

Clap or tap the rhythmic pattern while counting the beats.



2

SECOND DAY \_\_\_\_\_ (date)

Play with the given fingering and articulation.



Play with the given fingering and articulation.



Circle all the staccato notes.

Clap or tap the rhythmic pattern.



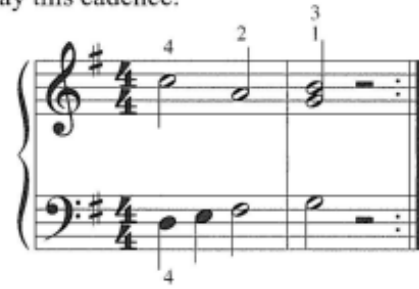
3

THIRD DAY \_\_\_\_\_ (date)

Play these intervals of a 6th and 4th.



Play this cadence.



How many broken triads are there in the RH? (Answer: \_\_) Name them. (Answer: \_\_\_\_\_)



Clap or tap the rhythmic pattern while counting the beats.



4

FOURTH DAY \_\_\_\_\_ (date)

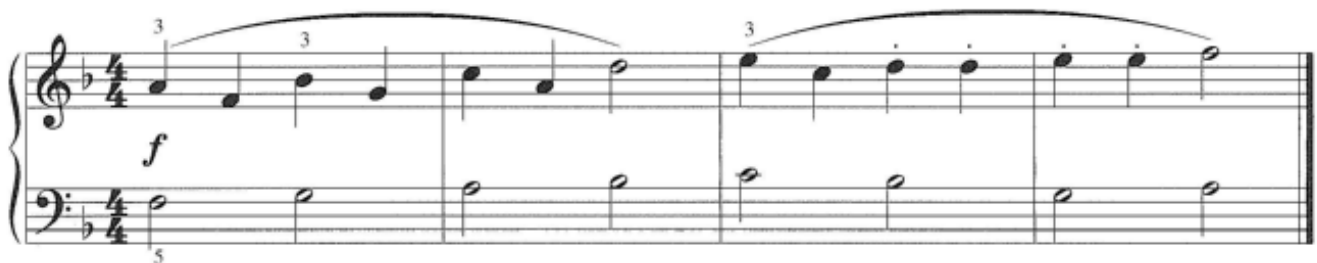
Play with the given fingering.



Play with the given fingering.



Circle the ascending broken melodic 3rds in the RH. How many are there? (Answer: \_\_\_\_\_)



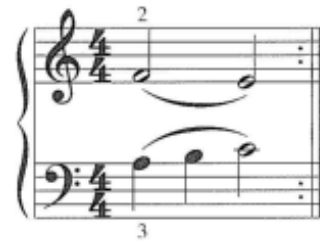
Clap or tap the rhythmic pattern.



Play these notes. What triad do they form?  
 (Answer: \_\_\_\_\_ )  
 Which inversion? (Answer: \_\_\_\_\_ )  
 Now play the triad in solid (blocked) form.



Play this pattern.



Circle the notes in the RH that form a C major triad in first inversion.

Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES NO. 8

Directions to the student: Complete these ear-training exercises at home.

### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



# DAILY SIGHT-READING EXERCISES No. 9

Directions to the student: Complete one set of sight-reading exercises at each practice session.

1

FIRST DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play with the given fingering.



Circle the RH notes which form the G minor triad in second inversion, and the E flat major triad in second inversion.



Clap or tap the rhythmic pattern while counting the beats.



2

SECOND DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play this cadence.



Circle the quarter rests, then play, counting the beats.



Clap or tap the rhythmic pattern.







5

FIFTH DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play this cadence.



Circle the rests, and then play, counting the beats.

Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 9

Directions to the student: Complete these ear-training exercises at home.

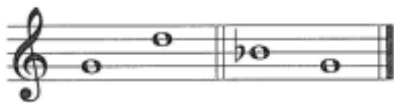
### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



## DAILY SIGHT-READING EXERCISES No. 10

Directions to the student: Complete one set of sight-reading exercises at each practice session.

1

FIRST DAY \_\_\_\_\_ (date)

Play with the given fingering.

Play this cadence.

Circle the rhythmic imitations ( $\text{♩} \text{♩} \text{♩} \text{♩}$ ) and ( $\text{♩} \text{♩}$ ).

Clap or tap the rhythmic pattern while counting the beats.

2

SECOND DAY \_\_\_\_\_ (date)

Play with the given fingering.

Play this cadence.

Circle the RH notes in m. 1 which form the first six notes of the G major scale.

Clap or tap the rhythmic pattern.

3

THIRD DAY \_\_\_\_\_ (date)

Play this melodic pattern.



Play these notes. What triad do they form?

(Answer: \_\_\_\_\_)

Which inversion? (Answer: \_\_\_\_\_)

Now play the triad in solid (blocked) form.



Circle the staccatos.



Clap or tap the rhythmic pattern while counting the beats.



4

FOURTH DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play with the given fingering.



Play, counting the beats.



Clap or tap the rhythmic pattern.



5

FIFTH DAY \_\_\_\_\_ (date)

Play with the given fingering.



Play this cadence.



Play, counting the beats.

Clap or tap the rhythmic pattern while counting the beats.



## DAILY EAR-TRAINING EXERCISES No. 10

Directions to the student: Complete these ear-training exercises at home.

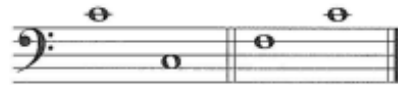
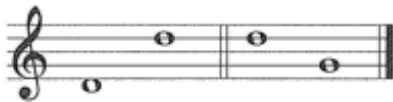
### RHYTHM

Sing, clap, or tap the rhythm of these short melodies: (a) by looking at the music and (b) from memory.



### INTERVALS

Play the first note of each interval, then sing or hum the second. Repeat the process in reverse. Identify the interval and write its name underneath.



### MELODY PLAYBACK

Name the key of each of the following melodies. For each example, play the tonic chord ONCE. Play the melody TWICE, observing the DIRECTIONS of the notes and the PATTERNS they form. Then play the melody from memory.



## ★ FOUR STAR TEST NO. 1 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Play with the given fingering.

Teacher's grading

Clap or tap the rhythmic pattern.

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

## INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

## ★ FOUR STAR TEST No. 2 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading 

Play with the given fingering.

Clap or tap the rhythmic pattern.

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

## INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

## ★ FOUR STAR TEST NO. 3 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading 

Play with the given fingering.

Clap or tap the rhythmic pattern.

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

## INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays the interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

## ★ FOUR STAR TEST No. 4 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading 

Play with the given fingering.

Clap or tap the rhythmic pattern.

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

## INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.



## ★ FOUR STAR TEST No. 5 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading 

Play with the given fingering.

Clap or tap the rhythmic pattern. 

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.

The student then sings, claps, or taps the rhythm of the short melody from memory. 

## INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.

The student then sings or hums the other note; OR

The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.The teacher then repeats this procedure with several other intervals. 

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory. 

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

## ★ FOUR STAR TEST No. 6 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading 

Play with the given fingering.

Clap or tap the rhythmic pattern.

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

## INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

# ★ FOUR STAR TEST No. 7 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

Play with the given fingering.

Clap or tap the rhythmic pattern.

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE. The student then sings, claps, or taps the rhythm of the short melody from memory.

### INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE. The student then sings or hums the other note; OR The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear. The teacher then repeats this procedure with several other intervals.

### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE, and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

## ★ FOUR STAR TEST No. 8 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading 

Play with the given fingering.

Clap or tap the rhythmic pattern.

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

## INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

# ★ FOUR STAR TEST No. 9 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading

Play with the given fingering.

Clap or tap the rhythmic pattern.

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

### INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

## ★ FOUR STAR TEST NO. 10 ★

GIVEN BY THE TEACHER AT THE LESSON

## SIGHT-READING TEST

Teacher's grading 

Play with the given fingering.

Clap or tap the rhythmic pattern. 

## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

## RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.

## INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.

## MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.

For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.

# ★ FINAL FOUR STAR TEST ★

This test will be given before filling in and signing the Certificate of Achievement.

## SIGHT-READING TEST

Teacher's grading

Play with the given fingering.

Clap or tap the rhythmic patterns.



## EAR TEST

During these tests, the student must not see the keyboard or look at the music.

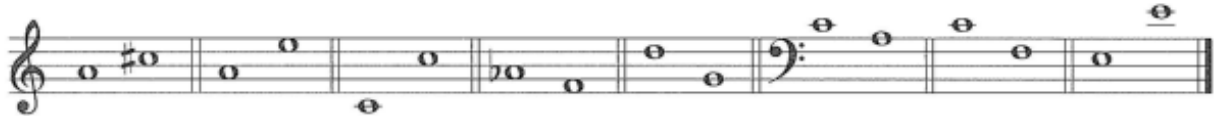
### RHYTHM

The teacher selects one of the following short melodies and plays it TWICE.  
The student then sings, claps, or taps the rhythm of the short melody from memory.



### INTERVALS

The teacher selects and names each of the following intervals and plays the first note ONCE.  
The student then sings or hums the other note; OR  
The teacher plays an interval in broken form ONCE and the student *identifies* (names) it by ear.  
The teacher then repeats this procedure with several other intervals.



### MELODY PLAYBACK

The teacher selects one of the following melodies, names the key, plays the tonic chord ONCE,  
and then plays the melody TWICE. The student then plays back the melody from memory.



For additional material, see the series *Melody Playback/Singback* and *Rhythm Clapback/Singback*.



# *Certificate of Achievement*

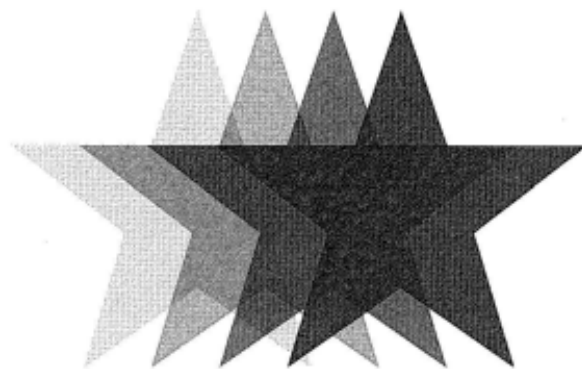
This certifies that

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has completed

**FOUR STAR SIGHT READING**

Level 3



and is eligible for promotion to

**FOUR STAR SIGHT READING**

Level 4

Teacher \_\_\_\_\_ Date \_\_\_\_\_